

## Annex (1)

### Quality Education and Student Services Components

#### Technical Proposal Template

#### Overview

This document is attached to the ToR– Request for Proposals for Partner CSOs for **Quality Education and Student Services Components**. The following is the summary of the number of students and their expected graduation year;



Number of students expected to graduate annually

	2018	2019	2020	2021
Medicine	0	0	35	1
Engineering	0	40	29	1
Pharmacy	0	11	0	0
Others	146	24	233	110

As well as, below details of students per gender, specialization and governorate:

Year of Study		Medicine		Engineering		Others				Graduated
		3	4	3	4	1	2	3	4	
North Gaza	Male	0	4	3	3	9	24	0	14	0
	Female	0	3	3	6	8	24	3	15	1
Gaza	Male	0	5	6	6	19	38	1	24	0
	Female	0	5	5	5	19	38	9	23	1
Middle Gaza	Male	0	3	2	3	7	13	1	10	0
	Female	0	4	2	3	7	16	5	11	3

KhanYounis	Male	0	2	2	5	10	20	1	13	0
	Female	1	4	3	3	9	22	4	13	2
Rafah	Male	0	2	2	2	6	15	0	11	1
	Female	0	2	2	2	6	14	0	7	2

Level 1	100
Level 2	224
Level 3	55
Level 4	213
Graduated	10

602

### Important Note:

Please note that a number of 28 students left the programme for different reasons. **Those students will be replaced. Thus, total number of targeted beneficiaries is 630.**

#### A. Quality Education Component:

The Quality Education Component of the Programme focuses on the provision of scholarships which will allow disadvantaged students to access quality post-secondary educational opportunities, along with targeted technical assistance to support the quality of education received by Programme-supported students. The main outcome under this component is to enhanced access to and successful participation in enhanced post-secondary opportunities not otherwise available to targeted Palestinian youth.

Kindly note that the available budget for Quality Education Component is USD\$ 722,390.00 up to end of January 2019.

The Quality Education Component is structured by four main subcomponents:

##### 1. WBS 1110: Domestic Undergraduate Scholarships

The Programme provides undergraduate post-secondary scholarships, covering tuition, books, and travel costs for the duration of their academic program. A total of **630** scholarships have

been awarded. Scholarships are awarded based on academic history, financial need, and leadership potential.

The program has a well-established Domestic Undergraduate students' manual, drawing together all of the relevant information with regards to rules and regulations of the program. Further the program has established a Technical Committee, consisting of stakeholders and university professors. The Committee has its detailed ToRs and meets on regular basis and when needed. In addition, the program implements its activities through contracting selected local partners:

**Anticipated Output:** 630 undergraduate students enrolled in domestic undergraduate programs due to Programme support.

**Methodology:** The Domestic Undergraduate Scholarships will be implemented on an ongoing basis throughout the duration of the Programme. WBS 1110 will cover the tuition and study costs of the domestic undergraduate scholarship program, including the annual costs of students in the program.

**Ongoing Monitoring and Administration:** The Programme will contract one local partner organizations to handle the ongoing administration of the scholarship program, including such matters as the payment of tuition fees, reimbursement for books and transportation expenses, follow up students' academic performance, collection of academic records each semester etc. Ongoing administrative work will be undertaken in coordination with WBS 1230: Ongoing Academic Support. In addition, the local partner shall provide support for the M&E quarterly, semiannual and annual monitoring and reporting to ensure implementation is on track and to collect/ audit data used for Programme reporting.

#### **B. Student Services Component includes 4 WBSs which are;**

The Student Affairs Component of the Programme focuses on the provision of various kinds of support to the targeted beneficiaries. Whereas the Quality Education Component emphasizes access to quality educational opportunities, the Student Affairs Component houses a wide range of work packages designed to help students to get the most out of these opportunities, through targeted training and ongoing support throughout the duration of their involvement in the Programme. The main outcome under this component is targeted youth effectively supported and empowered to achieve their academic potential

Kindly note that the available budget for Student Services Component is USD\$ 131,650.00 up to end of January 2019.

The Student Affairs Component is structured by five main subcomponents:

**WBS 1210: Al Fakhoora House**

Al Fakhoora House was established in 2013 to consolidate and simplify student services, and to provide a physical space for Programme activities. The site occupies a rented house in a convenient location in Gaza, and while the PMU will remain located at UNDP, the extended Programme team will be situated at Al Fakhoora House. The mandate of the house is to serve as a hub for the provision of services and career development for all beneficiary students, through harmonized efforts with local partners under the banner of Al Fakhoora House Team. The house will also host the students' management information system. The house will be utilized for a range of activities, including inter alia the following:

- Students' daily meetings and reception
- Scholarship and registration services
- Spaces for students' activities
- Workshops, seminars, and video conferences
- Career guidance and academic advisory services
- Media and advocacy activities
- Leadership and empowerment activities
- Hosting social clubs, cultural, and recreational activities
- Post-university alumni networking and career guidance

**Anticipated Outputs:**

- Physical presence for Al Fakhoora Dynamic Futures established in Gaza
- Consolidated student services and Programme administration support available to students in convenient, supportive environment.
- Availability of flexible meeting and workshop space, as well as computer work stations available for Programme activities

The pontifical partner will be financially and administratively responsible about Al Fakhoora House lease contract and following up all related contractual issues with the landowners. Besides, the pontifical partner is responsible about running costs of the venue, including, utilities such as provision of water, electricity, stationary, hospitality, transportation, which be calculated as separate budget from project staff operational cost.

Al Fakhoora House will be a venue for other Dynamic Future Partners, specifically Leadership Component partner, psychosocial support partner, internship project partner, thus those staff will be located at Al Fakhoora House. The pontifical partner needs to provide the teams of those organizations required furniture, hospitality, all needed logistical support as well as ensure a proper work environment.

The pontifical partner will organize, in coordination with UNDP/PAPP Dynamic Futures Programme Management Unit team, a monthly meeting that involve all the partners.

The pontifical partner needs to support the Dynamic Futures' partners with cross cutting data, share knowledge and information about students, coordinate joint efforts for the best implementation of the programme.

### **WBS 1220: Support for academic preparedness**

Al Fakhoora Dynamic Futures is designed to support disadvantaged Palestinian youth, particularly in the area of affording them high quality education and empowerment opportunities. The selection criteria for the Programme is sensitive to the fact that many disadvantaged students have not had the same opportunities as other more advantaged peers to develop foundational capacities. Many of these skills are developed naturally when a child is raised in a stable and stimulating environment, but do not develop to the same degree when households face a state of prolonged crisis. This preparatory work will help ensure Programme scholars begin their studies on equal footing with their peers, and with clear ideas about their goals and strategies for success.

### **Sub-WBS 1221 Orientation Workshop for the fresh domestic students**

Fresh domestic undergraduate students shall receive within the first week of their enrollment to the programme one-day orientation workshop. This workshop includes most of the program's information students may need and would answer the questions that students need

to know about the program. Specifically, during this workshop, students will be introduced to the programme rules and regulations, communication channels within the program and be provided with a comprehensive information about the student service available resources which will support their educational and personal goals. The anticipated outputs of this new student orientation workshop are:

- Minimize student enrolment stress/anxiety, promotes positive attitudes towards the program and ensure smooth enrolment.
- To provide a welcoming atmosphere for students to meet program staff.

For more efficiency and utilization of resources, the orientation session shall be conducted in collaboration between the UNDP and the partner staff. the contents of this session are:

- Programme Overview
- Important/major rules and regulations.
- Quality education
- Student services
- Leadership development
- Economic Empowerment
- Feedback and response mechanism
- Ethics and code of conduct
- Frequently asked questions

Students are grouped according to their area of residence and orientation shall be done for all students at their residence areas. This is a mandatory activity to attend, however, students shall be encouraged to attend. To ensure higher participation, the Programme will provide transportation services. At the end of this session students are encouraged to ask questions and student's handbook shall be distributed for all students.

Kindly note that a number of 602 already received the Orientation Workshop, and methodological approach of this activity has already established. The pontifical partner will provide the orientation session for the 28 students that will join the programme during July/August 2018.

### **Sub-WBS 1222 Bridge to success**

Freshman enrollees into universities are facing challenge to adapt into the educational system due to lack/absence of preparation courses for students to have smooth enrollment and better adapt into the university educational system. This is evidenced by the drop in their GPA in comparison to their Tawjihi grades. The approach in the schools is rather spoon-feeding approach while at the university is more empowering and give further independence for

students who are not used to have before their enrollment into the university. It is worth mentioning that there are no offered formal programs to enable students to meet the challenges of the dramatic change in the educational environment at their universities.

The DF programme provides the Bridge to Success training in order to enhance students' academic achievements through gaining several skills needed for academic success. This in turn promotes smooth transition of Al Fakhoora freshman students from the schooling to the university educational environment

This program targets all freshman of Al Fakhoora program students at their first days or just prior to their enrollment into the university. The training is conducted over two days prior to the student enrollment into the university or during weekends/university vacations.

Based on the successful Bridge Program conducted for senior and junior students it has been noted that the following topics are the most relevant for such category of students:

- Academic writing,
- Test and note taking,
- Working in groups,
- Presentation skills,
- Managing time.
- Critical thinking.
- Critique
- Research, most common challenges in research methodologies (eg. Plagiarism).
- Envision the future.

Kindly note that a number of 602 already received the training, and the curriculum, trainers and methodological approach of this activity has already established. The pontifical partner will provide the orientation session for the 28 students that will join the programme during July/August 2018.

### **WBS 1230: Ongoing academic support**

Based on historical data, there has been an emphasis on a need for ongoing support for the students during their study program. This support shall be considered as an ongoing coaching and support for students that extends well beyond administrative support. This work package is intended to support not only students who are struggling academically, but also to help

those who are already performing relatively well to achieve academic growth towards excellence throughout the course of their studies.

This continuous support for each student includes regular individual meeting to discuss and monitor the academic status for each student. Mainly, this support includes monitoring of the student's credits hours in comparison to the study plan.

Within its assessment process to student's academic performance and data analysis of high performers and under performers, Dynamic Futures uses set of approaches that motivate high performers through an incentives mechanism by honoring best students academically. During its main events, such as the annual meeting during Ramadan, Dynamic Futures management along with stakeholder's honors students with acknowledgement certificates. This incentive approach proved to be effective in motivating students to set higher level of performance as per programme indicators.

**Academic Counselling** for special cases which aims to provide professional academic guidance for students through identification of issues\challenges students are facing and set plans for each individual student to overcome challenges they are facing. Possibly make a link of students with professional tutors/coaches that are either Universities professors or professional trainers who are identified and assigned to respond to an identified need that is agreed among the student and the DF academic advisor. The counselor is available to help all students addresses academic concerns whether these related to coursework, curricular requirements or individual learning needs. The counselor can identify relevant strategies for underperforming students. The academic counselor shall meet all students who are not meeting the academic progress standards and other students who request counseling. This support will be enhanced further by recruiting part time specialized Academic Counselor who will be able to provide professional support for students during their academic life.

The pontifical partner needs to hire a part time Professional to carry out Academic Counselling on a systematic approach for the 530 active students.

### **Sub-WBS 1231: English Language Training**

According to "a Labor Market Needs Assessment and Analysis" to the Gaza Strip, conducted by Dynamic Futures Programme on 2015, it rated that English Language 95.4 % among required skills that required by the labor market in the Gaza Strip, which signifies the importance of English language competency among employers. There are many benefits students can gain from improving their English language such as:

- Open the door to new opportunities in life, whether you'd like to attend school or pursue a career in an English-speaking region of the world;



- Improved Social and Work Opportunities;
- Improved Communication Skills and promote cultural exchange.

The program has contracted the IUG to provide three levels of English language training courses for each DFII students. Prior to the commencement of the training students shall take a Placement Test (level test) at a recognized\certified center. Based on the level test students shall be placed at the most suitable level. In case students has excellent level of English language they will take different courses like conversation courses but shall not exceed the allocated budget. Course tuition in addition to transportation allowance shall be covered for this activity. This training needs to be conducted by a professional internationally accredited center. The center shall provide a certificate of completion at the end of each level.

The program shall encourage all DF students to take the three courses. However, these courses are not obligatory and there shall be no penalty implied against student if he\she did not take it.

Kindly note that a significant number of the student already received the English language training partially, that is one or two courses out of three planned courses. The methodological approach of this activity has already established. The pontifical partner will continue build on what has been achieved and provide students with the remaining courses of the English language training.

#### **Sub-WBS 1232: Computer Skills Training**

According to "a Labor Market Needs Assessment and Analysis" to the Gaza Strip, conducted by Dynamic Futures Programme on 2015, it rated Computer Skills 91.4 % among required skills that required by the labor market in the Gaza Strip, which signifies the importance of Computer Skills among employers.

Al Fakhoora Program has started to provide customized computer training for all students with the exemption of the specialty of computer engineers and IT. This training aims to help students to become fully competent in the use of a computer and common applications. It is expected that computer skills enable students to:

1. Increase student's ability to communicate and access information and services in more efficient way;
2. Increase student's overall efficiency and productivity;
3. Increase student's ability to produce professional quality documents and presentations;
4. Increase student's confidence and enhance communication;

5. Make students more attractive to employers and promote students' integration into the labor market;
6. Acquired skills facilitate lifelong learning.

**Course Training details:** The program has contracted a professional certified training institution to conduct this training. Students have started to receive a total of around 36 training hours to be conducted over 12 days. This training is tailored for Al Fakhoora students; where students are being trained on 4 modules not 6 and will be trained for 36 hours not 70 hours as the ordinary ICDL. Usually this training shall be implemented during the summer semester This training consists of the followings modules:

- |                      |            |
|----------------------|------------|
| 1. window            | (4 hours)  |
| 2. Word Processing   | (6 hours)  |
| 3. Spreadsheets      | (10 hours) |
| 4. Presentations     | (4 hours)  |
| 5. Online Essentials | (12 hours) |

Course tuition in addition to transportation allowance are covered for this activity. The program shall encourage all DF students to embrace the computer technology through taking the course. However, this course is not obligatory and there shall be no penalty implied against student if he\she did not take

Kindly note that a number of 159 students already received the Computer Skills training, the methodological approach of this activity has already established. The pontifical partner will continue build on what has been achieved and provide students with the remaining courses of the Computer Skills training.

#### **Sub-WBS 1233: Laptops (completed)**

To facilitate the learning process for DF students and as part of motivation, all students who are academically performing well shall receive a laptop. Those who are not performing well shall be encouraged to improve their performance to receive a laptop. The program shall provide a laptop for students upon their enrollment to the program. Student shall sign a receipt and a commitment to use the laptop for educational purposes and to maintain it.

This activity has fully implemented by UNDP/PAPP. A number of 567 of the students received laptops, the rest of the students will receive the laptops during 2018. The pontifical partner will

support UNDP/PAPP Al Fakhoora Programme Management Unit during the distribution process including the management of student information.

- 1- WBS 1240: Ongoing Psycho-social support and well-being ( RFP released)

### **Sub-WBS 1241: Psycho-social Support**

Students living in Gaza and studying at universities are facing several challenges and stressors on daily basis either at their universities or at their homes/communities. In order to enhance the mental and emotional wellbeing of the program's students the program under this subcomponent has an anticipated output "*Students with access to, and receiving, a variety of psycho-social support services*". Thus, to meet this anticipated output the program provides two types of psychosocial support as follow:

#### **Psychosocial training:**

The program provides this training for all DFII students with the aim to maximize student's potentials', enhance coping strategies and prevent burnout during the student's daily and academic life. The program has developed ToRs and announced the RFP in order to contract a professional specialized institution to do this training. All DFII students are expected to take this training. However, this training is not obligatory and there shall be no penalty implied against student if he\she did not take it. Training cost in addition to transportation allowance shall be covered for this activity.

#### **Continuous Psychosocial Support:**

This support is given for selected students who are identified by trained program staff as students who are in need for continuous psychosocial support based on evidence (eg. Sudden drop in the student's GPA). This service is offered by mental health professionals. After identification of students whom are in need for continuous psychosocial support, students shall be referred to professional psychosocial counselor who will work with students to enhance their psychosocial status. In case students need more advanced psychosocial support referral to an advanced center can be an option. Psychosocial support can include mental health counseling, spiritual support, group support, and many other such services.

Continuous psychosocial counseling services are provided in full confidently and with a very private manner in order to encourage student to receive this kind of support and not being stigmatized. The counselor shall not only provide support for students but also for their families if other needs were identified.

#### **Expected outcomes are**

1. Learn how to integrate wellness skills and stress reduction into their daily lives.
2. Become aware of their limitations, strengths, weaknesses, and personal vulnerabilities.
3. Have decreased levels of PTSD symptoms and stress
4. Have increased capacity to focus and concentrate,
5. Have improved mood
6. Have enhanced quality of life including improved social relationships at school and at home
7. Have increased self-esteem, and academic performance.

This activity will be implemented with a different partner, yet will be located at Al Fakhoora House. The pontifical partner will be required to liaise closely and to build synergy between academic support teams and Psychosocial Support teams to best implementation of the project.

### **WBS 1242: Extra-Curriculum Activities**

The program conducts the extra-curriculum activities in order to take into consideration physical, social and cultural differences. In correlation with the Student Development Theory, merges physical, biological, physiological, psychological, social and environmental factors is an essential and integrated. Further, John Dewey (1916) brought the importance of Social environments in forming the mental and emotional disposition of behavior in individuals by engaging them in activities that arouse and strengthen certain impulses, and that have certain purposes and entail certain consequences.

#### **Sports Activity (Al Fakhoora Carnival)**

Al Fakhoora Program endeavors to provide opportunities for all students (males and females) to participate in a variety of physical activities. The program shall provide the sports venues for the activities in addition to the equipment needed (training suites, footballs, chess boards, tennis tables...). At least one major sports activities shall be provided for both genders per year. Ultimately, the aim of the program is to *create, among all participants, a positive attitude toward the necessity of active participation in physical activity, one that will hopefully continue throughout their lifetime*. The sport activities are in line of the program philosophy to ensure a proper balance between academics and co-curricular activities, which will enhance the students' experience with the DFII program". The following objectives have been developed to guide Al Fakhoora Program participants and personnel in their involvement with the program.

1. To provide a diverse program of recreational and competitive activities for students;
2. To provide a safe environment that is an attractive alternative for the utilization of free time with a view of promoting physical, psychological, and social wellbeing of participants and fostering positive attitudes toward active lifestyles;
3. To provide a program that enhances community life and students experience through social contact, participation and fair play;
4. To provide an opportunity for students to gain leadership skills, professional skills, qualifications and work experience through participation in the program. Thus, foster qualities of co-operation, creativity, tolerance, consideration, trust and responsibility when faced with group and team problem-solving tasks.
5. To develop physical fitness, self-esteem and self-confidence, mental well-being through positive sporting experiences.
6. To provide a release for students in order to refresh for academic work.

Involvement in the sports activities is based upon participation and not on the concept of winning at all costs. The program is based upon ideals that reflect fair play, respect for rules and officials, cooperation, and teamwork, all of which are positive attributes toward sport, recreation and life in the professional community.

The program is gender sensitive for the sports activities. Thus, special sports are assigned for girls who shall practice sports activities in a safe protected environment. Such activities include volley ball, chess, tennis. For male students, the main sport activity shall be the football champion. DFII students shall be divided into teams and compete with each other's through friendly fair competition, the type of sports activities shall be decided by students through survey. The core of the sports activities includes:

- i. Football Championship.
- ii. Tennis Championship.
- iii. Chess Championship.

**Assumption of Risk:** Participation in the sports program involves the risk of personal injury. The program shall use all protective measures in order to minimize injuries like using protective equipment, provide safe facilities and make first aid help ready. Participating shall constitute acceptance of that risk regardless of the nature of the injury.

### **Ramdan Iftar (Annual Student Gathering)**

Bringing all DFII students' in a nonacademic conventional gathering each Ramdan to have an Iftar. All students shall be invited including DFII alumni. This is not only an Iftar, it is also includes a gathering and some activities that are decided based on students requests. . Students shall attend three hours prior to the Iftar in order to participate in the games and fun activities.

The aim of this gathering is to enhance network building among Al Fakhoora students themselves and the program staff.

### **Recreational Activity**

Apart from academic life, **annually**, the programme provides one recreational activity for all students. The activity timing and location will depend on students' preference and interests. One of the main suggested activities is camping that includes scout's activities. During this activity, students shall be encouraged to work together to prepare their food and work in teams via challenging steps.

This type of activities comes to support the civic leadership development component in actualizing the skills. Through the design of the recreational activities, the programme will consider the gained skills and competencies and their impact on the students' attitudes, and skills to achieve the ultimate goal of the DF programme.

There shall be a lot of activities which will be designed by expert in students' activities and scouting like running, searching, team games, preparing food by students, walking and other related activities. The program shall provide one recreational activity per year for all students taking in consideration separate days are done for boys and girls. Transportation and food shall be provided and attendance is optional.

### **WBS 1250: Technical assistance for Student Affairs**

Program's products and the rich experience of the Programme in identifying student needs and delivering targeted student support services, will create an excellent opportunity for the programme to support the enhancement of student services in Palestinian higher education institutions. WBS 1250 is openly defined in order to provide opportunities for responsive programming based on needs and opportunities related to enhancing the design and delivery of student services in Gaza.

#### **Sub-WBS 1251: Research and consultancy**

Products and services supporting the enhancement of student services in Gaza, to be planned on an annual basis. Examples of such outputs include: position papers, workshops or other

technical assistance with student resource centers or counseling departments of local academic institutions, conferences, awareness campaigns, and research studies.

The table below shows the technical assistance for the student services component.

Item	Description
Knowledge products update	The partners will be responsible on creating any new manuals, and handbooks as well as responsible on updating the current products
Local Partner staff capacity building	in order to improve quality and efficiency of services offered by the implementing partner(s); staff who are directly involved with student services shall have their capacity enhanced through professional training in selected topics. This capacity building is identified through the program's past experience and based on the individual needs. some staff shall have capacity building in team work, academic follow up, basic psychosocial support, coordination skills, stress release ..etc.
Knowledge transfer to academic institutions	The rich experience of the Programme since 2009 needs to be transferred to the higher education institutions. The DF experience as a role model can be cascaded to other universities.  This would reflect a positive impact on the student services provided by the program. in particular, the academic support, bridge to success program can be of good use to optimize student's capacity and make students' academic journey rather fruitful.

### **Sub-WBS 1252: Management Information System**

An efficient management information system (MIS) is a specific combination of functional systems created based upon the project needs and development. The purpose of the DF MIS is to support decision making, turning data into useful information and increases efficiency and accuracy of the delivery.

Al Fakhoora MIS is composed of two parts

- **Online Registration System:** This application support receiving the application, shortlisting and archiving. In addition, communication with applicants through emails, SMS

and receiving inquiries. The aim of the online system is to support the selection process through electronic calculation of scores and filtering. The online system serves both the domestic undergraduates and the international post-graduate students.

- **Portal:** this is a database storage and retrieval applications mainly to collate students' data in one intergrade system. The aim of the portal is to support the management of the students' information, follow up their academic performance, registration, training, community service, internship and economic empowerment, alumni. The portal heavily supports the reporting process. the portal has the functionality of mass communication with students through SMS.

Both the online and the portal are to be updated on regular basis. This update has been identified due to the expansion of the program and clearer vision of the program components. This needs to be addressed through professional programmers where through assessment of the needs and plans for implementation to be discussed and agreed.

This activity has fully implemented by UNDP/PAPP. The pontifical partner will support UNDP/PAPP Al Fakhoora Programme Management unit of all documentation, full up with the contracted company, provide, generate and analyze all data of the students, maintain up to date information about all students and all the activities.

**In your proposal, please provide the followings:**

1. How can you implement this activity for 630 students in 2018 up to and 2021 taking into consideration gender, study level, governorate, etc.
2. How can you motivate the students to participate/engage in these activities and increase their commitment?
3. What will be the steps and procedures you will follow (your plan and suggested implementation modality)?
4. How will you ensure sustainability of the activities?
5. How do you plan to use the available budget?
6. What would be your M&E criteria, and how will you track the students' academic performance and individual issues?



**United Nations Development Programme**  
Programme of Assistance to the Palestinian People  
برنامج الأمم المتحدة الإنمائي / برنامج مساعدة الشعب الفلسطيني



*Empowered lives.  
Resilient nations.*

**Attachment I – CSO/NGO Identification Profile (to be completed by CSO Applicant)**

The purpose of this profile is to provide key contact references to UNDP/PAPP in relation to their mandate, field of work, technical and managerial capacities and comparative advantage in relation to the proposed programme(s).

Information provided in this form will be used to inform the review and evaluation of CSO submissions.

**Section 1. CSO information**

1.1 Organization information	Organization Name	Youth Vision Society
	Acronym	YVS
	Category of organization <sup>1</sup>	NGO
	Address	Al Nasser – Gaza Strip, Palestine
	Registration number	8140
	Telephone	00972 8 2857479
	Website	www.yvs.ps
1.2 Head of Organisation	Name, Surname	Rami Loubad
	Function	Chairman
	Email	info@yvs.ps
	Telephone	00972 8 2857479
1.3 Contact person (if different from 1.2)	Name, Surname	Neveen Naser
	Function	Executive Manager
	Email	neveen@yvs.ps
	Telephone	0595344300

<sup>1</sup> Choose between: National NGO (NGO); Civil Society Organization (CSO)

## Section 2. Expertise and experience in the sector area

<p>2.1 CSO/ NGO mandate, sector area and geographic coverage</p>	<p>Vision: Youth vision society strives to play a leading role in the process of creating the ideal Palestinian Model.</p> <p>Mission: YVS is an Independent Palestinian NGO aiming at empowerment of youth, children , and women towards creating more effective members through YVS's strategic programs: Institutional Capacity Development, Youth Empowerment, Women Development, and Child Protection in light of human rights principles</p> <ul style="list-style-type: none"> <li>• Youth Vision Society has four strategic programs including Youth Empowerment Program which focuses on improving the psychosocial status of youth through individual and group psychosocial activities.</li> <li>• YVS is mainly based in Gaza City, meanwhile, it implements activities in partner NGOs in all Gaza Governorates.</li> </ul>
<p>2.2 Available expertise and specialists</p>	<p>Youth Vision Society has the managerial and technical capacities to implement such project up to the satisfaction of students and Al Fakhoura Program. The staff members are highly qualified and have an advantage of being up to date with international standards and methodologies.</p> <p>Networking and communication strategy will be used to ensure smoothness of implementation of proposed activities.</p> <p>In 2016, YVS has establish the support group for the association equipped with professors, lecturers, researchers, community development specialist, academics and other relevant persons to provide consultation , observation and recommendations for the executive staff in YVS seeking the sustainable improvement of provided services quality.</p>
<p>2.3 Key results achieved over the past 5 years</p>	<p><i>Over 5 years, YVS has implemented a crew of pioneering projects in the field of students and youth empowerment. In 2012 we have implemented a project in partnership with Families Relief Uk – Palestine Office to increase the accessibility of poor student to a good quality education service targeting a # of 250 students (males/females) from remote and marginalized areas in the Gaza Strip. In 2013-2015 YVS was main partner with Mercy Corps to benefit a # of 120 university students to improve their capacities to be able catching the local market. In 2016 YVS became main partner with UNRWA – Gender Unit implementing projects linked to young women leaders empowerment and a # of 400 female students in the Gaza Strip were benefited from</i></p>

	<p><i>computer program. Currently, YVS is an active partner with AVP providing services to youth and university students in which to improve their leadership skills and reduce violence in their daily life.</i></p> <p>In addition, YVS is an active member at Education Cluster/OCHA and attend their coordination meetings on a regular base. YVS is part of Palestinian University Forum led by CSP-GIZ and have signed MoUs with main universities in the Gaza Strip to improve the skills and develop the capacities of post graduates students.</p>
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### Section 3. Local experience, presence and community relations

3.1 On-going programmes in sector area	<ul style="list-style-type: none"> <li>- "Physical and psychosocial support and increased resilience of vulnerable children in Gaza Strip" project, funded by Save the Children.</li> <li>- "Social and Recreational Spaces for Women and Girls in the Gaza Strip" Project, funded by the UNRWA.</li> <li>- "Youth for community Coherent "project, funded by the UNICEF.</li> <li>- "Youth in Sport for psychosocial development" project, funded by Mercy Corps.</li> </ul>
3.2 Knowledge of the local context	<p>10 years of blockade and three major escalations of hostilities in the last six years have eroded basic infrastructure, service delivery, livelihoods, coping mechanisms and inflicted large-scale destruction on Gaza's economy, productive assets and infrastructure. According to the Gaza Initial Rapid Assessment in January 2016, 17 months after the ceasefire, 16,141 households are still displaced (88,914 persons). The needs of IDPs are severe: the unemployment is 79%, 87% purchase food on credit and 70% receive humanitarian assistance.</p> <p>The Gaza population continues to face challenges in Health, Education, Shelter, WASH and Food Security sectors; the social safety nets are also very weak. All these factors have framed an economic and security context in which there is minimal room for recovery. This vulnerability is a result of the prolonged protracted crisis, which continues to increase and where the population resorts to negative coping strategies to survive, including: taking loans, selling assets, and reducing number and quality of meals. This drastic change in economic security of households began after the</p>

	<p>closure of the Gaza Strip in 2007 when many Gazans lost their jobs in Israel; The assets and savings of households have been dramatically reduced or completely lost with many of those reduced to deep poverty from which they are unable to recover.</p> <p>Burden upon households increasing dramatically, access to education was not a priority for their children anymore. Thus, the proposed intervention intends to increase the accessibility of poor students to quality education services.</p>
3.3 Existing networks	<ul style="list-style-type: none"> <li>- As mentioned above, YVS is an active member at Education cluster/OCHA and attend the coordination meetings on a regular base, which can guarantee best coordination mechanism to be applied with all actors and players in such field in the Gaza Strip.</li> <li>- YVS is a part of Palestinian Universities Forum.</li> <li>- Member in PNGO</li> <li>- Member in ANALIND</li> <li>- MOUs with 21 local NGOs in all Gaza governorates.</li> </ul>

Section 4. Management Ability		
4.1 Annual budget	Size of annual budget (previous year, USD)	250.000 USD
	Source of core funds or income	<ul style="list-style-type: none"> <li>- Local and international donors</li> <li>- Memberships</li> <li>- Online donations</li> <li>- Trainings fees</li> </ul>
	Main funding partners/ donors	<ul style="list-style-type: none"> <li>- CRS</li> <li>- Save the children</li> <li>- Mercy Corps</li> <li>- UNRWA</li> <li>- American Friends- Quakers</li> <li>- ANERA</li> <li>- Red Cross.</li> </ul>

		<ul style="list-style-type: none"> <li>- Families Relief</li> <li>- RA</li> </ul>
4.2 Core staff	<p>YVS has 5 core staff members ( 3 males, 2 females)</p> <ul style="list-style-type: none"> <li>- Executive Director</li> <li>- Program Officer</li> <li>- Fundraising Officer</li> <li>- Accountant</li> <li>- Admin Assistant</li> </ul>	
4.3 Any other information demonstrating financial capacity	<p>Based on the results of the self-assessment report by an external evaluator in 2015, YVS has updated the financial system including procurement policies, financial management, and financial accountability.</p> <p>We have conducted a specialised training for the core staff on the updated financial system.</p> <p>Based on the results of the audit undertaken by the Ministry of Interior, YVS has received " Certificate of Appreciation" for its financial transparency and integrity</p> <p>YVS uses AL ASEEL system for accounting.</p>	

Section 5. Experience of working with UN/ UNDP in the last 5 years					
Programme/project title	Total budget (USD)	Funding UN agency	Year Start	Year end	Key results achieved
2. Social and Recreational Spaces for Girls and Women in the Gaza Strip	117260.00	UNRWA	2017	2017	<p>Increase cultural awareness for women.</p> <p>Empowerment of women in Palestinian community and strengthening their capacities through various unit:</p> <ul style="list-style-type: none"> <li>•Educational meetings;</li> <li>•Sport Unit; Computer unit.</li> </ul>

## Attachment II – Technical Proposal template

The purpose of this proposal is to provide an outline of the proposed interventions for which the CSO/NGO is proposing to partner with UNDP/PAPP.

As the programme has already designed the outlined Quality Education and Students Services development levels and WBSs, CSOs/NGOs are requested to provide their vision of how to achieve and deliver the interventions with the 630 DFII students.

The proposed ideas should be aligned with the information shared in the guidance note and the details of Annex 1.

The proposal should cover all WBSs and trainings. Incomplete applications won't be considered.

### Section 1. Items required in the Technical Proposal<sup>2</sup>

#### 2.1 Rationale/ justification

10 years of blockade and three major escalations of hostilities in the last six years have eroded basic infrastructure, service delivery, livelihoods, coping mechanisms and inflicted large-scale destruction on Gaza's economy, productive assets and infrastructure. According to the Gaza Initial Rapid Assessment in January 2016, 17 months after the ceasefire, 16,141 households are still displaced (88,914 persons). The needs of IDPs are severe: the unemployment is 79%, 87% purchase food on credit and 70% receive humanitarian assistance.

The Gaza population continues to face challenges in Health, Education, Shelter, WASH and Food Security sectors; the social safety nets are also very weak. All these factors have framed an economic and security context in which there is minimal room for recovery. This vulnerability is a result of the prolonged protracted crisis, which continues to increase and where the population resorts to negative coping strategies to survive, including: taking loans, selling assets, and reducing number and quality of meals. This drastic change in economic security of households began after the closure of the Gaza Strip in 2007 when many Gazans lost their jobs in Israel; The assets and savings of households have been dramatically reduced or completely lost with many of those reduced to deep poverty from which they are unable to recover.

In regard to coping strategies, almost 92% of households in Gaza adopted at least one coping strategy. The most frequently cited strategy is the mild strategy of consuming fewer and less

<sup>2</sup> Please refer to the questions raised under each WBS as shared in this document.

expensive items, used by 82% of the households. Next comes using credit to buy food, a severe coping mechanism which in Gaza is reported by two thirds of the households. Purchasing market leftover and eating stored food, respectively a moderate and a mild strategy are both reported by more than 50% of the households. Alarming, reducing the portions and reducing the number of meals for all household members are adopted by over 40% of Gaza households.

Students remain vulnerable as education cost high in the universities of Gaza Strip, especially for those under poverty line. Youth Vision Society (YVS) is an active humanitarian local NGO that provides various interventions with focus on gender and youth. YVS's strategic objectives meets their strategic mandate and Al Fakhora's programme mandate to alleviate suffering of most vulnerable students and improve their conditions.

## **2.2 The proposed actions and activities per WBSs**

YVS proposed below activities:

### **2. WBS 1110: Domestic Undergraduate Scholarships**

YVS will support the awarded 630 students to receive their scholarships from AL Fakhoora covering tuition, books, and travel costs for the duration of their academic program in guidance with the programs manual and instructions from technical committee.

### **C. Student Services Component includes 4 WBSs which are;**

The Student Affairs Component houses a wide range of work packages designed to help students to get the most out of these opportunities, through targeted training and ongoing support throughout the duration of their involvement in the Programme. The main outcome under this component is targeted 630 students effectively supported and empowered to achieve their academic potential through the following sub components:

#### **WBS 1210: Al Fakhoora House**

YVS will equip Al Fakhoora House that was established in 2013 to consolidate and simplify student services, and to provide a physical space for Programme activities with competitive team to support students with the following services:

- Students' daily meetings and reception
- Scholarship and registration services
- Spaces for students' activities
- Workshops, seminars, and video conferences
- Career guidance and academic advisory services
- Media and advocacy activities
- Leadership and empowerment activities



- Hosting social clubs, cultural, and recreational activities
- Post-university alumni networking and career guidance

YVS will be financially and administratively responsible about Al Fakhoora House lease contract and following up all related contractual issues with the landowners. Besides, the pontifical partner is responsible about running costs of the venue, including, utilities such as provision of water, electricity, stationary, hospitality, transportation, which be calculated as separate budget from project staff operational cost.

**WBS 1220: Support for academic preparedness**

The preparatory work will help ensure Programme scholars begin their studies on equal footing with their peers, and with clear ideas about their goals and strategies for success.

**Sub-WBS 1221 Orientation Workshop for the fresh domestic students**

YVS will provide fresh domestic undergraduate students within the first week of their enrollment to the programme one-day orientation workshop. This workshop includes most of the program's information students may need and would answer the questions that students need to know about the program. Specifically, during this workshop, students will be introduced to the programme rules and regulations, communication channels within the program and be provided with a comprehensive information about the student service available resources which will support their educational and personal goals. The anticipated outputs of this new student orientation workshop are:

- Minimize student enrolment stress/anxiety, promotes positive attitudes towards the program and ensure smooth enrolment.
- To provide a welcoming atmosphere for students to meet program staff.

For more efficiency and utilization of resources, the orientation session will be conducted in collaboration between the UNDP and the partner staff. the contents of this session are:

- Programme Overview
- Important/major rules and regulations.
- Quality education
- Student services
- Leadership development
- Economic Empowerment
- Feedback and response mechanism
- Ethics and code of conduct
- Frequently asked questions

Students are grouped according to their area of residence and orientation shall be done for all students at their residence areas. This is a mandatory activity to attend, however, students shall be encouraged to attend. To ensure higher participation, YVS will provide transportation services. At the end of this session students are encouraged to ask questions and student's handbook shall be distributed for all students.

### **Sub-WBS 1222 Bridge to success**

In order to fill gaps between high school (Tawjhi) education style and the university style that depends mainly on self-help and kind of research, YVS will provide students with 2-days training two days prior to the student enrollment into the university or during weekends/university vacations.

Referring to the programme historical data, YVS will focus on the following topics for such category of students:

- Academic writing,
- Test and note taking,
- Working in groups,
- Presentation skills,
- Managing time.
- Critical thinking.
- Critique
- Research, most common challenges in research methodologies (eg. Plagiarism).
- Envision the future.

### **WBS 1230: Ongoing academic support**

YVS will provide an ongoing coaching and support for students that extends well beyond administrative support. This work package is intended to support not only students who are struggling academically, but also to help those who are already performing relatively well to achieve academic growth towards excellence throughout the course of their studies. YVS will analyze accumulative data from the programme to provide **Academic Counseling** for special cases which aims to provide professional academic guidance for students through identification of issues\challenges students are facing and set plans for each individual student to overcome challenges they are facing.

### **Sub-WBS 1231: English Language Training**

In response to the "a Labor Market Needs Assessment and Analysis" to the Gaza Strip, conducted by Dynamic Futures Programme on 2015, it rated that English Language 95.4 % among required skills that required by the labor market in the Gaza Strip, which signifies the importance of English language competency among employers. YVS will intensify efforts on supporting the targeted students with English Language Training at IUG to provide three levels of English language training courses for each students. Prior to the commencement of the training students shall take a Placement Test (level test) at a recognized\certified center. Based on the level test students shall be placed at the most suitable level. Students with better English levels will be offered to join other certified institutions in Gaza Strip.

### **Sub-WBS 1232: Computer Skills Training**

The Labor Market Needs Assessment and Analysis" to the Gaza Strip, conducted by Dynamic Futures Programme on 2015, rated Computer Skills 91.4 % among required skills that required by the labor market in the Gaza Strip, which signifies the importance of Computer

Skills among employers. Therefore, YVS will equip the targeted students with basic and IT training needed to join the labor market. The training consists of the followings modules:

- |                       |            |
|-----------------------|------------|
| 6. window             | (4 hours)  |
| 7. Word Processing    | (6 hours)  |
| 8. Spreadsheets       | (10 hours) |
| 9. Presentations      | (4 hours)  |
| 10. Online Essentials | (12 hours) |

### **WBS 1242: Extra-Curriculum Activities**

Apart from the academic life of students, YVS will support students with extra-curriculum activities in order to take into consideration physical, social and cultural differences through the following activities:

#### **Sports Activity (Al Fakhoora Carnival)**

YVS will provide students with sports venues for the activities in addition to the equipment needed (training suites, footballs, chess boards, tennis tables...) per their interest. YVS will conduct at least one major sports activities shall be provided for both genders per year. Ultimately, the aim of the program is to create, among all participants, a positive attitude toward the necessity of active participation in physical activity, one that will hopefully continue throughout their lifetime.

YVS will consider the gender mainstreaming in the program as there are gender sensitive sports activities. Thus, special sports are assigned for girls who shall practice sports activities in a safe protected environment. Such activities include volley ball, chess, tennis. For male students, the main sport activity shall be the football champion. Students shall be divided into teams and compete with each other's through friendly fair competition, the type of sports activities shall be decided by students through survey. The core of the sports activities includes:

- iv. Football Championship.
- v. Tennis Championship.
- vi. Chess Championship.

#### **Ramdan Iftar (Annual Student Gathering)**

YVS will coordinate for a large event to the students to meet during Ramadan for iftar. All students shall be invited including DFII alumni. This is not only an Iftar, it is also includes a gathering and some activities that are decided based on students requests. Students will be invited to attend three hours prior to the Iftar in order to participate in the games and fun activities.

#### **Recreational Activity**

YVS realizes the need for recreational activities for students to achieve quality education. It will provide one recreational activity for all students. The activity timing and location will depend on

students' preference and interests. Designed activities will focus on developing the life skills and leadership skills for students such as camping.

This type of activities comes to support the civic leadership development component in actualizing the skills. Through the design of the recreational activities, the programme will consider the gained skills and competencies and their impact on the students' attitudes, and skills to achieve the ultimate goal of the DF programme. YVS team of experts will design similar activities during the project implementation based on brain storming sessions.

#### WBS 1250: Technical assistance for Student Affairs

Program's products and the rich experience of the Programme in identifying student needs and delivering targeted student support services, will create an excellent opportunity for the programme to support the enhancement of student services in Palestinian higher education institutions.

#### Sub-WBS 1251: Research and consultancy

In order to improve quality and efficiency of services offered by YVS, staff who are directly involved with student services shall have their capacity enhanced through professional training in selected topics. This capacity building is identified through the program's past experience and based on the individual needs. Some staff shall have capacity building in team work, academic follow up, basic psychosocial support, coordination skills, stress release ..etc.

### **2.3 Methodology of implementation**

Youth Vision Society (YVS) will carry out different tasks and utilize different methods to achieve the measures under this assignment. The following steps and methods that will be used in conducting this mission:

#### **1. Reviewing the materials and documents: this will include but not limited to:**

- Reports of previous quality education interventions provided by Al Fakhoora program.
- Report of external evaluations of previously implemented projects in the area of quality education to university students carried out by Al Fakhoora Program.

#### **2. Hiring project Staff**

- YVS will sign contact with nominated project team and announce for the support team staff.
- YVS will hire support staff.

#### **3. Conducting Kick-off meeting:**

YVS will conduct a kick-off meeting before the commencement of the assignment. In the presence of the concerned stakeholders including representatives of Al Fakhoora-UNDP, and partner NGOs. YVS team will discuss the assignment approach and general methodology. **The kick-off meeting will serve the following objectives:**

- Increase the awareness of all relevant stakeholders about the assignment objectives and importance.

- Encourage potential cooperation amongst all.
- Discuss any potential obstacles may hinder completing the assignment and how to overcome them.
- Agree upon the roles of all concerned parties in the assignment.
- Reach a consensus on how to use the assignment results in efficient way.

#### **4. Establish Al Fakhoora House**

With the programme requirement to fit location with enough facilities, YVS will find a venue and sign the lease contract. Then, the office will be established per team's roles and project's team.

#### **5. Review the student's profiles, segregation and history logs**

The team (according to their specialties) will review the students' historical data and their academic performance. The team also will establish communication with the partner universities and agree on payment methodologies. They also will develop relevant ToRs for stationery and other supplies.

By this moment the team will be able to set up the score sheets and surveys to enable them identify interest of students in extra-curriculum activities.

#### **Data analyses and Management System**

- YVS will be able to categorize students by age, interest, location and major of study.
- YVS will break the group into smaller manageable groups and assign them to relevant staff.

#### **Conduct Orientation and Training methodology:**

- It is important for students to know how they can communicate with YVS and their obligation towards the YVS and Al Fakhoora. Thus, YVS will arrange a meeting in manageable number of groups to let students know details of the interventions, timing of fees payment, communication channelling, access to academic records and participation in other activities.
- YVS will assure support facilities to such sessions (refreshment and stationery).

#### **English Language Training and Computer Skills Training**

- YVS will develop a ToR for training service suppliers (advanced service only since the programme already have contracted with IUG)
- YVS will award service to the supplier and sign the service delivery agreement

according to the project manual.

- YVS will design the schedule and hours for students to join the training.
- The training will primarily target the first 3 levels of English language at IUG and agreed hours (36 training hours) on computer skills (Basically ICDL course) in a professionally certified centre.

#### **4.2.4 Questions & Answers:**

- Wherever necessary, assessment Q&A is employed to support any final course assessment and to ensure that participants had benefited from the training.
- As for the active learning methodologies, they focus on trainees finding opportunities to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns. Some merits of active learning are:
  - ✗ Trainees are involved in more than listening,
  - ✗ Less emphasis is placed on transmitting information and greater emphasis on developing trainees' skills,
  - ✗ Trainees are involved in higher-order thinking (analysis, synthesis, evaluation),
  - ✗ Trainees are engaged in activities (e.g., reading, discussing, writing),
  - ✗ Greater emphasis is placed on trainees' exploration of their own attitudes and values.
  - ✗ Active learning shifts the focus from trainer to the trainee and from delivery of subject content by trainer to active engagement with the material by the trainee. Through appropriate inputs from the trainer, trainees learn and practice how to apprehend Knowledge and use them meaningfully.
- The training will be delivered in Arabic or mix of Arabic and English based on the English language capabilities of trainees.
- Following are the ethical principles to be considered in capacity building program to ensure that rights of the participants are protected:
  - ✗ The training is to be developed to address identified capacity gaps;
  - ✗ The training is to be responsive to true and actual needs;
  - ✗ The capacity building program is to have effective impact on the knowledge, skills and attitude of participants;
  - ✗ Training is to be delivered through multiple training techniques and in appropriate atmosphere to assure highest training impact; and
  - ✗ Training is to be delivered in such a way to assure all participants proper understanding and acquirement of targeted knowledge, skills and attitude.

#### **Conduct evaluation for the training:**

- The trainers will conduct pre and post-evaluations using questionnaire to evaluate

the change in participant's knowledge, understanding, skills and attitude in training areas. The trainer will conduct also verbal as well as free hand evaluations of the training sessions to get the feedback of trainees and learn lessons to improve next training sessions.

- YVS will undertake an analysis of the pre and post evaluations.

#### **Conduct extra-curriculum activities**

YVS will conduct several extra-curriculum for the students activities such as :

- Sports Activity (Al Fakhoora Carnival)
- Ramadan Iftar (Annual Student Gathering)
- Recreational Activity

These activities vary in timing and category of students; due to gender issues some girls might be interested in swimming championship or horsing rather than the traditional sport for girls.

For this sake, YVs will tailor the design of activities to engage the students themselves in the process for better results. They also shall participate in designing the program of Ramadan Iftar alongside with the project team.

As part of brain storming only, YVS will present sample of proposed recreational activities where students can learn depending on themselves and increase confidence, YVS will engage students in developing creative ideas for recreational activities.

#### **Financial/Procurement Procedure**

Youth Vision Society has its own financial management system. Tender documents, purchase orders, contractual system and financial statements are being developed on a professional manner on a timely based and up to the satisfaction of Fakhoura Program. The financial officer whom will be recruited to be responsible for financial matters (cash flow, disbursements plan and payment requests) in cooperation and coordination with project staff and the financial audit will ensure top transparency and financial accountability of project activities.

Official tax invoices will be collected to the purchased items and official MoUs will be developed for individuals against proposed services following to financial procedures recommended from Fakhoura Program as well as Ministry of Interior and financial policy of YVS. The accumulative year of experience that YVS has have built great confidence and reputation with donors like UN women, UNDP, UNRWA, Save the Children and other donors.

YVS shall guarantee the optimum result for financial and procurement procedure through the following:

- YVS will create a sub-account for an accountable and transparent banking system. It will apply payment transfers through online system payment to local universities.
- YVS will maintain commitment to students through its continuous improvement and project quality management.

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*Empowered lives.  
Resilient nations.*

- YVS will apply financial re-imbusement immediately to students when participate in meetings or sessions.
- Adhere to the M&E system mentioned below



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## **2.4 Expected results for each activity**

**Outcome:** 630 undergraduate students enrolled in domestic undergraduate programs due to Programme support

**Output 1.1.1:** 630 undergraduate students enrolled in domestic undergraduate programs due to Programme support.

**Output 2.1.1:** Physical presence for Al Fakhoora Dynamic Futures established in Gaza  
Consolidated student services and Programme administration support available to students in convenient, supportive environment.

**Output 2.2.1:** Orientation Workshop for the fresh domestic students conducted

**Output 2.2.2:** Bridge to success sessions

**Output 2.3.1:** English Language Training

**Output 2.3.2:** Computer Skills Training

**Output 2.4.1:** Sports Activity (Al Fakhoora Carnival)

**Output 2.4.2:** Ramadan Iftar (Annual Student Gathering)

**Output 2.4.3:** Recreational Activity

## 2.5 Logical Framework

INTERVENTION LOGIC	MEASURING INDICATORS	SOURCE OF VERIFICATION	RISKS AND ASSUMPTIONS
<b>Impact:</b> To ensure quality education for most vulnerable students in domestic universities in Gaza Strip	<b>Impact Indicators:</b> 630 students protected and accessed quality education in domestic universities in Gaza Strip	<ul style="list-style-type: none"> <li>- Project records</li> <li>- Baseline/ End-line survey</li> <li>- Final evaluation report</li> </ul>	<i>Summation of below assumptions and risks</i>
<b>Quality Education Component</b>			
<b>Outcome 1.1 :</b> Domestic Undergraduate Scholarships	630 students enrolled in domestic universities.	<ul style="list-style-type: none"> <li>- Project documents</li> <li>- Enrolment sheets</li> <li>- Payment receipts.</li> </ul>	
<b>Student Services Component</b>			
<b>Outcome 2.1:</b> Al Fakhoora House	<ul style="list-style-type: none"> <li>- Al Fakhoora Housa and project team established</li> </ul>	<ul style="list-style-type: none"> <li>- Progress and narrative reports</li> <li>- Project documents</li> </ul>	<b>Assumptions:</b> <ul style="list-style-type: none"> <li>- Stable political and security situation</li> <li>- Project staff of appropriate knowledge and conduct towards safety and dignity</li> <li>- Beneficiaries participation</li> <li>- Role of students is functional rather than for appearances only.</li> <li>- Suitable process and resources are available</li> <li>- Large scale conflict or natural</li> </ul>
<b>Outcome 2.2:</b> Support for academic preparedness	<ul style="list-style-type: none"> <li>- Project tangible deliverables established.</li> <li>- Project team equipped with skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Project progress report.</li> <li>- Project timeline</li> </ul>	
<b>Outcome 2.3:</b> Ongoing academic support	<ul style="list-style-type: none"> <li>- 530 students received counseling services</li> </ul>	<ul style="list-style-type: none"> <li>- Project minutes.</li> <li>- Project records.</li> </ul>	
<b>Outcome 2.4:</b> Extra-Curriculum Activities	<ul style="list-style-type: none"> <li>- 630 students Participated in the extra-curriculum Activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Project baseline/end line surveys.</li> <li>- Project photos</li> </ul>	
<b>Outcome 2.5:</b> Technical assistance for Student Affairs	<ul style="list-style-type: none"> <li>- 630 students received technical assistance from the project team.</li> </ul>	<ul style="list-style-type: none"> <li>- Project baseline/end line surveys.</li> <li>- Project progress report.</li> </ul>	

<b>Output 1.1.1</b> 630 undergraduate students enrolled in domestic undergraduate programs due to Programme support.	- 630 students enrolled at Al Fakhoora scholarship programme.	- Project documents - Enrolment sheets - Payment receipts.	disaster doesn't occur - Sustained collaboration between targeted universities, local representatives, partners, associates and YVS - Project inputs are available <b>Risks:</b> - Existing blockade with potential negative complications for political stability in Gaza - Key staff issues.
<b>Output 2.1.1</b> <ul style="list-style-type: none"> <li>Physical presence for Al Fakhoora Dynamic Futures established in Gaza</li> <li>Consolidated student services and Programme administration support available to students in convenient, supportive environment.</li> </ul>	- A fit house is leased in near location with fit facilities.	- House Contract. - Payment receipt.	
<b>Output 2.2.1:</b> Orientation Workshop for the fresh domestic students conducted	- 630 students participated in the orientation sessions	- Attendance sheets. - Photographs. - Signed consent form.	
<b>Output 2.2.2:</b> Bridge to success sessions	- 630 students participated in the education bridging sessions	- Attendance sheets. - Photographs. - Signed consent form.	
<b>Output 2.3.1:</b> English Language Training	- 630 students participated in the English Language Training sessions	- Attendance sheets. - Photographs. - Signed consent form.	
<b>Output 2.3.2:</b> Computer Skills Training	- 630 students participated in the English Computer Skills Training sessions	- Attendance sheets. - Photographs. - Signed consent form.	

<b>Output 2.4.1:</b> Sports Activity (Al Fakhoora Carnival)	- 85% of 630 students participate in different championships	- Project logs. - Project photos. - Project surveys.	
<b>Output 2.4.2:</b> Ramadan Iftar (Annual Student Gathering)	- 630 students enjoyed Ramadan Iftar annually.	- Attendance sheets. - Photographs. - Program activities.	
<b>Output 2.4.3:</b> Recreational Activity	- 630 students participated in recreational activities.	- Attendance sheets. - Photographs. - Project surveys.	
<b>Pre-conditions:</b>			- Participatory consultation with communities and key stakeholders ensures support for the activities and a willingness to participate in the Action - Security situation is at an acceptable level - Local inputs are available in the market place at an affordable price - Banking system is operational

Risk	Probability [High-Medium-Low]	Impact [None, Minor, Medium, Serious, Catastrophic]	Risk Response Strategy [Avoid-Mitigate-Transfer-Accept]	Detail of Risk Response Strategy	Risk Owner (Person Responsible for Managing Risk)
<b>1. EXTERNAL RISKS</b>					
Unstable political and security situation causes blockade and endanger availability of project items	Low	Low	Mitigate	<ul style="list-style-type: none"> <li>Deal with qualified suppliers with high and appropriate storing capacity.</li> <li>Coordinate with international humanitarian and human rights agencies to facilitate the project's mission</li> <li>Assure availability while doing conducting the needs assessment.</li> </ul>	YVS, Procurement Dept.
Conflict and war cause restriction on project team to access target group.	Low	Low	Mitigate	<ul style="list-style-type: none"> <li>Implement the project activities in safer location.</li> <li>In worst case: Extend the schedule to resume after the conflict</li> </ul>	YVS Project management team
Bad security situation due to blockade causes vendors lack of interest and inability to deliver.	Low	Low	Avoid	<ul style="list-style-type: none"> <li>Contact all providers for YVS's on going projects for supply.</li> <li>Reduce the probability and impact and prevent the risk occurrence through YVS pool of flexible suppliers and service providers.</li> <li>Design procurement contracts on short terms bases.</li> </ul>	YVS, Procurement Dept.
Resistance raised by major stakeholders to adopt and endorse the project strategy and methodology.	Low	Low	Avoid	<ul style="list-style-type: none"> <li>Heavy engagement and participation of relevant official bodies.</li> <li>Establish advisory committee to be the key members of, and key part of advising towards decision making</li> <li>Open linkages with other stakeholders.</li> </ul>	Project Team

Fluctuation in currency exchange rate.	Medium	Serious	Mitigate	<ul style="list-style-type: none"> <li>Set budget with 5% risk factor on estimated cost.</li> <li>Set the budget at the highest rate of currency exchange rate for the last 12 months.</li> <li>Contractual agreements to be in local currency.</li> <li>Reduce cost-per-beneficiaries.</li> </ul>	YVS, Finance Dept.
<b>2. ORGANIZATIONAL RISKS</b>					
Delay in transferring fund cause delay in project delivery.	Medium	Catastrophic	Mitigate	<ul style="list-style-type: none"> <li>Allow 2 months ahead of the implementation to the project duration for this sake.</li> <li>Conduct regular communication according the communication plan to receive funding before kick-off meeting.</li> <li>Prevent occurrence through professional project scope, time and cost management.</li> </ul>	YVS, Donor
Donor withdrawal.	Low	Low	Avoid	<ul style="list-style-type: none"> <li>Conduct regular communication with feedback to the project inputs.</li> <li>Set a clause in the agreement that donor shall withdraw not before 3-month notice.</li> <li>Set limited contracts with suppliers and service contracts.</li> </ul>	YVS, Donor
<b>3. TECHNICAL RISKS</b>					
Corruption: <ul style="list-style-type: none"> <li>Transparency and accountability shortages.</li> <li>Conflict of interest.</li> <li>Gifts acceptance.</li> <li>Resources management.</li> <li>Bias.</li> </ul>	Low	Serious	Mitigate	<ul style="list-style-type: none"> <li>Fair matching according to needs and disciplines.</li> <li>Applying complaint system.</li> <li>Adopt community participation.</li> <li>Making the beneficiaries aware of the complaint system and procedures.</li> <li>Emphasizing YVS's code of conduct and value system.</li> <li>Staff contract administration</li> <li>Close monitoring and follow up on daily basis,</li> </ul>	YVS Administration

				stop cooperation with organization (black list) and remove beneficiaries from beneficiary list. <ul style="list-style-type: none"> <li>▪ Beneficiaries awareness about values, rights and obligations</li> <li>▪ Staff awareness about standards of conduct, values, protection mainstreaming and rights-based methodologies</li> <li>▪ Applying common Anti-corruption measures such as: Equality, accessibility, dignity, safety.</li> </ul>	
Poor project team performance.	Low	Medium	Mitigate	<ul style="list-style-type: none"> <li>▪ Involve project team at every phase of the project.</li> <li>▪ Conduct Professional project management (roles and responsibilities) system, M&amp;E.</li> <li>▪ Conduct Performance appraisal and staff/technicians development.</li> <li>▪ Conduct continuous improvement and lessons learned on periodic bases.</li> <li>▪ Working within international humanitarian standards and code of conduct (SPHERE, HAP, PIA, CHS)</li> </ul>	YVS, PM
<b>4. PROJECT MANAGEMENT RISK</b>					
Deficiency in time and resources	Medium	Catastrophic	Mitigate	<ul style="list-style-type: none"> <li>▪ Reduce occurrence and effect through SMART planning and validation</li> <li>▪ Reallocate from other surpluses or contingency</li> </ul>	Project Manager
Surplus or Shortage in time and budget	Low	Low	Accept	<ul style="list-style-type: none"> <li>▪ Accept and further utilize opportunities in scope development and maximizing outcomes.</li> <li>▪ Distribute the shortage over all activities in even manner.</li> </ul>	Project team
Unrealistic objectives/outcomes	Low	Low	Accept	<ul style="list-style-type: none"> <li>▪ SMART planning through subject matter experts and Project Advisor</li> <li>▪ Projects are tested through pilots and simulated action by other contributors.</li> </ul>	Project team



## 2.6 Action Plan<sup>3</sup>

Activity	Responsible person	Duration in weeks	Month											
			1	2	3	4	5	6	7	8	9	10	11	12
Provide students with Domestic Undergraduate Scholarships	YVS, project team	2 weeks	■											
Rent and rehabilitate Al Fakhoora House	YVS, Fakhoura	2 weeks	■											
Provide support for academic preparedness	Project Team	4 weeks		■										
Conduct orientation Workshops for the fresh domestic students	Project Team	1 week		■										
Implement Bridge to success	Project Team	2 weeks		■										
Provide ongoing academic support	Project Team	32 weeks		■	■	■	■	■	■	■	■	■	■	■
Conduct English Language Training	Training Centres	8 weeks		■	■	■	■	■	■	■				
Provide students with Computer Skills Training	Training Centres	8 weeks		■	■	■	■	■	■	■				
Provide Extra-Curriculum Activities to students	Project Team	4 weeks		■	■	■	■	■	■	■				
Facilitate for sports activity (Al Fakhoora Carnival)	Project Team	3 weeks		■	■	■	■	■	■	■				
Organize Ramdan Iftar (Annual Student Gathering)	Project Team	1 week		■	■	■	■	■	■	■				
Provide students with Recreational Activity	Project Team	3 weeks		■	■	■	■	■	■	■				
Provide Technical assistance for Student Affairs	Project Team	8 weeks		■	■	■	■	■	■	■	■	■	■	■
Conduct research and consultancy	Project Team	4 weeks		■	■	■	■	■	■	■				

<sup>3</sup> CSOs should consider the availability of the students and their academic status that would affect their participation and commitment.

## 2.7 Sustainability

The project will generate concrete impacts at all levels as the following:

- **At the technical level**, students will be skilled on English Language, Leadership and computer skills, which will help them in their daily life and work environment.
- **At the social level**, communication and networks between YVS, universities and training centres will be enhanced and local community will be supportive for students;

Project outputs, outcomes and impacts will be covered by local media, lesson learnt and success stories will be put on YVS website and shared with community groups for possible replication and extension of similar actions at other areas. This will generate in multiplayers effects where the community feel committed to increase the accessibility for students to quality education services. Communication channels on good quality education issues will be enhanced.

From the accumulative years of experience, YVS has been working in difficult circumstances like the case of 3 wars on Gaza during the last 6 years. Project activities will be developed in such a way to consider any possible risks or delay taking into account possible alternatives and mitigations. Coordination meetings will be facilitated to explain activities and overcome obstacles.

As discussed above, activities were developed in such a way to ensure sustainability of each. Building the capacity of students on key topics will enable others learn from what has been achieved.

YVS will make linkages between project and other programs at YVS to ensure the sustainability of providing crucial services to the 630-targeted students. YVS will provide Academic and career counseling through the specialized unit at YVS beyond project duration as part of association commitment towards youth in the Gaza Strip.

## 2.8 Networks and Partnerships that would support the implementation

**Universities:** a forum will established at the beginning of the project consists of Fakhoura Program representative, Project staff, YVS management, local Palestinian universities, training private sector centres and other relevant stakeholders. A bi-weekly meeting will be conducted to ensure smoothness in implementation of project activities, respond to any changes and deviations and update the staff of implementation progress.

**NGOs:** representatives of NGOs will be involved in project evaluation and will be encouraged to give feedback, notes and recommendation of project implementation methodologies.

**INGOs:** Youth Vision Society will utilize and make best use of its wide relationship network with INGOs and donors to influence them to consider feedback and recommendations from project

participants and will encourage them to adopt such project ideas for future interventions which consider as success story for project.

**Private Sector/training centres:** over the last 7 years, YVS has been active in the field of youth capacity building, contracting with local training centres in various fields; MoUs has been signed with private sector/training centres in: ICDL, English language, life coaching and leadership, specialized and focused topics. YVS will make best use of such partnership to enhance and develop the capacities of targeted students, the training materials and methodology will be up to date with international approaches and standards and up to the satisfaction of the 630-targeted students beside Al Fakhoura Program.

2.9 Budget (Separate excel sheet (Annex 2)) attached

**United Nations Development Programme**  
**Programme of Assistance to the Palestinian People**  
برنامج الأمم المتحدة الإنمائي / برنامج مساعدة الشعب الفلسطيني



*Empowered lives.  
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